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Promotion Committee Chair

Promotion: good practice benchmarks

A brief resource to enable universities to:

- Identify gaps & good practice in university promotion processes
- Decide on aspects of promotion practice to review & refine
- Improve alignment between policy & practice
- Assess what evidence about teaching is counted for promotion

Promotion Committee

Human Resources

Academic Development

Academics & Supervisors

Teaching: making evidence count

A ground-breaking framework which will support universities to:

- Clarify the scope & diversity of teaching related activity
- Acknowledge the growing emphasis on team practice & leadership in teaching
- Raise awareness of influence & impact in teaching leadership
- Expand the array & source of evidence considered for promotion especially peer review
- Support academics in gathering teaching evidence for awards, grants & promotion
- Align HR processes - recruitment, induction, probation, career development & promotion

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Quality Unit

Human Resources

National organisations for L&T standards

Quality: benchmarking guide

A comprehensive step-by step guide & templates which show universities how to benchmark their promotion practices for improved recognition of teaching:

- Map academic promotion to enhance awareness within the university of the big picture
- Conduct a self-review against the good practice benchmarks
- Survey or interview staff on perceptions of teaching in academic promotion
- Collect statistics on promotion committee outcomes
- Engage in cross-institutional review or a change academy targeting promotion
- Recognise & share good practice in university promotion processes
- Facilitate activities in promotion preparation workshops

The Higher Education Academy

The 2013 Promoting Teaching project builds on two 2009 collaborative reports by the UK Higher Education Academy and the University of Leicester, on reward and recognition for teaching, and internationally recognized work at the University of Wollongong on promotions criteria and peer review of teaching-related activities. Both projects pointed to the need to bridge the gap between policy and practice in academic promotions in order to better recognise teaching as core to academic work.

The overall aim of the 2013 project was to help universities account for the breadth of academic endeavour relating to teaching when promoting staff. International in reach, the project involved two British and two Australian universities developing benchmarks, frameworks, guides and templates for:

- Sharing and comparing promotions policies and processes
- Collecting data on impact of those policies and processes including staff perceptions of outcomes versus actual promotion committee outcomes
- Providing a set of perspectives and principles to assist universities in articulating what constitutes evidence of excellent teaching.

Core Project Team	
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